

**Instructions:** The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:papemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)
	<b>Program Description</b>	
	Department Name:	SPANISH
	Program Mission Statement:  <div style="text-align: right; border: 1px solid black; padding: 2px;"><b>RESPONSE</b> ⇒</div>	“What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies?” <a href="https://www.deanza.edu/about-us/mission-and-values.html">https://www.deanza.edu/about-us/mission-and-values.html</a> )  To offer introductory and intermediate level curriculum on the language and cultures/contributions of Spanish-speaking world areas, with focus on developing accuracy and fluency in (oral/written/culturally appropriate) communication skills, as established by ACTFL (American Council on the Teaching of Foreign Languages). The program strives to serve transfer students, those who wish to fulfill career objectives, and those who wish to deepen a sense of functionality and/or belonging within Spanish-speaking communities.
I.A.1	What is the Primary Focus of Your Program?  <div style="text-align: right; border: 1px solid black; padding: 2px;"><b>RESPONSE</b> ⇒ Transfer</div>	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A

I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A <b>RESPONSE ⇒ Career/Technical, Personal enrichment</b>
I.B.1	# Certificates of Achievement Awarded <b>N/A for SPAN Dept</b>	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool. Leave blank if not applicable to your program.
I.B.2	# Certificates of Achievement-Advanced Awarded: <b>N/A for SPAN Dept</b>	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> . or access within the program review tool. Leave blank if not applicable to your program.
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded <b>N/A for SPAN Dept</b>	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool. Leave blank if not applicable to your program.
I.B.4	# AA and/or AS Degrees Awarded: <b>N/A for SPAN Dept</b>	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool. Leave blank if not applicable to your program
I.B.5.	Strategies to Increase Awards <b>N/A for SPAN Dept</b>	If applicable to your program, list strategies (1., 2, 3. . . ) that you department uses to increase the number of ADT degrees, AA/AS degrees, and certificates awarded to students.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics <b>N/A for SPAN Dept</b>	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Identify areas for program improvement in order to address student equity gaps. Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports: <a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a>  Cal-PASS Launchboard SWP Metrics: <a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a>
I.C.2	CTE Programs: Labor Market Demand and Industry Trends : <b>N/A for SPAN Dept</b>	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Site additional data when applicable.  California EDD LMI Info: <a href="https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablena=occprj">https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablena=occprj</a>

I.D.1	Academic Services and Learning Resources: # Faculty Served <b>N/A for SPAN Dept</b>	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.D.2	Academic Services and Learning Resources: # Students Served <b>N/A for SPAN Dept</b>	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.E.1	Full Time Faculty (FTEF) <b>RESPONSE ⇒ 3.1</b>	For ALL programs: Refer to your program review data sheet <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a>
I.E.2	# Student Employees <b>N/A for SPAN Dept</b>	If applicable to your program, state number of student employees and if there were any changes
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching  <b>RESPONSE ⇒</b>	Compare the changes in % of FT and PT faculty teaching in your department? Refer to your program review data sheet. <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool.  FT = 85.7% vs. PT = 7.1%  The loss of PT over the last five years has been steady: <ul style="list-style-type: none"> <li>(PT% decrease) 59% to 44.4% to 29.7% to 7.1% for a 5 yr% decrease of -88%</li> </ul> SPAN Dept has implemented swift and drastic cuts to course offerings, leaving only enough sections to make load for the three FT faculty.  <ul style="list-style-type: none"> <li>(FT% increase) 35.9% to 52.8% to 64.9% to 85.7% for a 5 yr% increase of 139%</li> </ul> Note that the biggest loss of PT faculty (22.6%) was observed between 2016-17 (29.7%) and 2017-2018 (7.1%).
I.E.4	# Staff Employees <b>N/A for SPAN Dept</b>	State number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.

I.E.5	Changes in Employees/Resources <b>N/A for SPAN Dept</b>	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.
	<b>Enrollment</b>	
II.A	Enrollment Trends  <b>RESPONSE</b> ⇒	What significant changes in enrollment have you seen in the last three years? Refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool. <b>There has been a 5-yr % decrease of -28.4%, with the following trends:</b> <b>1. slight increase from 2015-16 (N=1,068) to 2016-17 (N=1,125)</b> <b>2. noticeable drop between 2016-17 (N=1,125) and 2017-18 (N=841)</b> <b>Fewer sections have been offered in response (N=36 /37 / 28).</b>
II.B	Overall Success Rate  <b>RESPONSE</b> ⇒	What significant changes in student success rates have you seen in the last three years? <b>No significant change, but steady, yearly increase since 2015-16 (c.f., 73%-75%-78%).</b>
II.C	Changes Imposed by Internal/External Regulations  <b>RESPONSE</b> ⇒	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.) <b>Viability Committee sanctions in place, limiting course offerings to SPAN 1-2-3, with SPAN 4 having been taught "for the last time" in Fall 2018.</b>
	<b>Equity</b>	
III.A.1.	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment  <b>RESPONSE</b> ⇒	Looking at the data for 2017-18, what is the percentage enrollment of African American, Latinx, Filipinx, and Pacific Islander students in your program compared to their population of the college as a total (refer to the <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool)? <b>Compared to college totals:</b> <b>1. African American: same (4%)</b> <b>2. Pacific Islander: same (1%)</b> <b>3. Filipinx: slightly fewer (5%) than college (7%)</b> <b>4. Latinx: much larger (39%) than college (25%)</b>
III.A.2	Targeted Student Populations: Growth and Decline	What enrollment trends have you seen over the last 5 years for African American, Latinx, Filipinx, and Pacific Islander students in your program? Explore enrollments by ethnicity and other student characteristics within the program review tool.

	<b>RESPONSE</b> ⇒	<ol style="list-style-type: none"> <li><b>African American:</b> consistency (5%, 5%, 5%, 4%, 4%)</li> <li><b>Pacific Islander:</b> 1% throughout</li> <li><b>Filipinx:</b> consistency (6%, 6%, 5%, 5%, 5%)</li> <li><b>Latinx:</b> some growth from 2014-15 to 2016-17 (33%, 39%, 41%), but a slight decrease into 2017-18 (39%)</li> </ol>
<b>III.B.1.</b>	<p>Closing the Student Equity Gap: Success Rates</p> <p><b>RESPONSE</b> ⇒</p>	<p>What are the success rates reported on your <b>2017-18</b> Program Review Data sheets for each of the following populations?</p> <ol style="list-style-type: none"> <li><b>African American:</b> 61% Much improvement since historical low of 38% in 2016-2017 (c.f., IIS Division is also 61%; college is 68%)</li> <li><b>Latinx:</b> 78% (higher than both IIS Division 66% and college 68%)</li> <li><b>Filipinx:</b> 85%. Improved since 2016-17 (79%). Higher than IIS Division of 73% and college: 76%.</li> <li><b>Pacific Islander:</b> 50% based on a tiny sample of 6 students, which was only a bit bigger in 2016-17 (N=8 students with 63% success). Success rate is much lower than IIS Division (71%) and college (65%)</li> <li><b>Asian:</b> 78% (same as 2016-17). Lower than IIS Division (83%) and college (82%)</li> <li><b>White:</b> 82% Noticeable improvement since 2016-17 (74%). Slightly higher than IIS Division (80%) and college (81%).</li> </ol> <p>Refer to the <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool.</p>
<b>III.B.2</b>	<p>Closing the Student Equity Gap: Withdrawal Rates</p> <p><b>RESPONSE</b> ⇒</p>	<p>What are the withdraw rates (list withdraw rates from <b>2017-18</b> Program Review Data sheets) for each of the following populations?</p> <ol style="list-style-type: none"> <li><b>African American:</b> 17% Much lower than 2016-17 (30%). Same as IIS Division and slightly higher than college (14%)</li> <li><b>Latinx:</b> 11% Slightly lower than 2016-17 (13%). Lower than IIS Division (16%) and college (13%)</li> <li><b>Filipinx:</b> 5% Quite lower than 2016-17 (9%). Much lower than IIS Division (14%) and college (11%)</li> <li><b>Pacific Islander:</b> 17% Lower than 2016-17 (25%). Higher than IIS Division (13%) and college (14%)</li> <li><b>Asian:</b> 14% (higher than 2016-17 (9%). Higher than IIS Division (9%) and college (8%)</li> <li><b>White:</b> 12% (slightly lower than 2016-17 (13%). Same as IIS Division and higher than college (10%)</li> </ol> <p>Refer to the <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool.</p>
<b>III.B.3</b>	Closing the Student Equity Gap:	List the success gap reported on the Program Review Tool or Program Review data sheet

	<p>2017-18 Gap</p> <p style="text-align: right;"><b>RESPONSE</b> ⇒</p>	<p>between African American + Latinx + Filipinx + Pacific Islander versus Asian + White for each of the last five years: 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 in that order.</p> <p><b>2013-14:</b> 70% vs. 74% [4% gap]  <b>2014-15:</b> 68% vs. 73% [5% gap]  <b>2015-16:</b> 70% vs. 75% [5% gap]  <b>2016-17:</b> 74% vs. 75% [1% gap]  <b>2017-18:</b> 77% vs. 78% [1% gap]</p>
<p><b>III.C</b></p>	<p>Action Plan for Targeted Group(s)</p> <p style="text-align: right;"><b>RESPONSE</b> ⇒</p>	<p>What strategies/activities do you plan to implement to further close the gap. List as 1, 2, 3, ... For each strategy/activity provide the groups of students and point person(s) responsible for implementation.</p> <ol style="list-style-type: none"> <li>1. Increase growth of Latinx Student Mentors, both in recruitment of mentors and opportunities for communal sharing among themselves (Vinall / Lizardi-Folley)</li> <li>2. Continue implementation of <i>familia</i> model in all courses (Vinall / Lizardi-Folley)</li> <li>3. Continue to crucially represent the SPAN Dept and the interests of Latinx students through active participation in the redesign of the LEAD Program under Dean Alicia Cortez (Vinall, Dean Norte)</li> <li>4. Develop a course for Spanish speakers tied to LEAD's goals: community organizing.</li> <li>5. Increase the civic engagement component of SPAN 1-2-3 courses (Vinall, Lizardi-Folley) by finding projects that relate to targeted student populations</li> <li>6. Complete the <i>Teaching Men of Color Series</i> (winter-spring 19) ~ Vinall (this year) &amp; Lizardi-Folley (next time the series is offered)</li> <li>7. Continue to serve as Faculty Co-Advisors to DASB's World Languages Club (Vinall, Liardi-Folley) and help in the recruitment of members from targeted populations</li> </ol>
<p><b>III.D</b></p>	<p>Departmental Equity Planning and Progress</p> <p style="text-align: right;"><b>RESPONSE</b> ⇒</p>	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> <li>• Professional Development – what areas? <b>RESPONSE</b> ⇒ N/A</li> <li>• Enhanced support for students <b>RESPONSE</b> ⇒ see below</li> <li>• Departmental Collaborations <b>RESPONSE</b> ⇒ see below</li> <li>• Best Practices <b>RESPONSE</b> ⇒ N/A</li> <li>• Coaching/Consultation <b>RESPONSE</b> ⇒ see below</li> </ul> <p>The SPAN Dept requests \$2,000 to host a World Languages Expo event on campus:</p> <ol style="list-style-type: none"> <li>1. to promote the study of World Languages at De Anza and in the Bay Area,</li> <li>2. to provide support to students in mapping careers and/or tapping into job opportunities that are enhanced by proficiency in one or more World Languages,</li> </ol> <p>The event would:</p>

		<ul style="list-style-type: none"> <li>• host a large sample of representatives from a wide range of county agencies, private companies, non-profit agencies, and self-employed contractors/consultants.</li> <li>• provide information on how proficiency in World Languages is appraised, sought, and compensated in the various venues above mentioned</li> <li>• include panel discussions, tabling, workshops, talks.</li> </ul>
III.E. Yes/No Box	Assistance Needed to close Equity Gap <b>RESPONSE</b> ⇒ Yes	Would you like assistance with identifying strategies and/or best practices to help facilitate student success? See (6) above in III.C
III.F. Drop down box with goals	Integrated Plan goals: current student equity data and action plan <b>RESPONSE</b> ⇒ N/A	<p>Please note: In order to be considered for Equity, Basic Skills and Student Success &amp; Support Programs (SSSP) funding, current student equity data and action plan must be reported and at least one of the Integrated Plan goals must be identified. Choose one or more.</p> <p>Insert the 5 goals (drop down menu) listing the 5 Integrated Plan Goals.</p> <ul style="list-style-type: none"> <li>• Improve transfer and graduation rates for disproportionately impacted students.</li> <li>• Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates.</li> <li>• Identify and update campus services, policies, procedures towards reducing barriers and increasing student success.</li> <li>• Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap</li> <li>• Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students</li> </ul>
	<b>Assessment Cycle</b>	
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring

		2019.
	<b>RESPONSE</b> ⇒ 0%	
IV.B	SLOAC Summary  <b>RESPONSE</b> ⇒ 131.25%	<p>Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate <math>\#(\text{Reflections \&amp; Analysis} + \# \text{Archived from ECMS}) / \# \text{SLO statement times } 100</math>. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -&gt; General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.</p> <p><i>Number of Reflections &amp; Analysis = 17 PLUS Number of Archived from ECMS = 4 Equals 21.</i></p> <p><i>21 divided by number of SLO Statements (N=16) equals 1.3125</i></p> <p><i>1.3125 multiplied by 100 equals 131.25%</i></p>
	Resource Requests	
V.A	Budget Trends  <b>RESPONSE</b> ⇒	<p>Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students.</p> <p>If you don't work with budget, please ask your Division Dean to give you the information.</p> <p><b>Please refer to the Dean's Summary for the IIS Division.</b></p>
V.B	Funding Impact on Enrollment Trends  <b>RESPONSE</b> ⇒	<p>Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a></p> <p><b>Cutting SPAN 4 (until further notice by Viability Committee) and thus precluding the offering of SPAN 5 (only taught once in 5+ years, as an online course with 23-25 students in spring 2017) is having a detrimental effect on the motivation of students whose goal is to become fluent in Spanish by pursuing second year courses. Students who would otherwise take SPAN 3 so that they could move to SPAN 4 are now feeling very discouraged in that the SPAN Dept offers no support to their aspiration to become more proficient.</b></p>
V.C1	Faculty Position(s) Needed  <b>RESPONSE</b> ⇒	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy</p> <p><b>Vacancy (retirement)</b></p>
V.C.2	Justification for Faculty Position(s):  <b>RESPONSE</b> ⇒	<p>Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.</p> <p><b>A replacement faculty position would be crucial to sustain and further the work undertaken by the remaining two FT instructors in the SPAN Dept (both of whom are *already* stretched thin):</b></p> <ol style="list-style-type: none"> <li>1. work on diversifying the curriculum (e.g., by adding a Spanish for Heritage Speakers emphasis, hybrid, S-designation courses), designing instructional materials, and implementing venues to facilitate virtual communication with and among students (e.g., Zoom)</li> <li>2. design and maintain structures to support students inside and outside the classroom, both one-one-</li> </ol>



		<ul style="list-style-type: none"> <li>one and in small groups (e.g., familias, student mentors),</li> <li>3. lead collaborative efforts to engage adjunct faculty in other World Languages departments in promoting enrollment and student retention</li> <li>4. assist and mentor adjunct faculty in other World Languages departments in fulfilling college-level duties (e.g., SLOs, Curriculum revisions)</li> <li>5. serve as faculty co-advisors to the World Languages Club, attending officer and general meetings, and providing constant support to this newly developed club</li> <li>6. process pre-requisite clearances and administer the placement exam</li> <li>7. assist the Dean with division-level tasks related to World Languages (upon request)</li> <li>8. collaborate in college-level efforts (e.g., redesign of LEAD; rep to Equity Action Council)</li> <li>9. sign up for training to support targeted students (e.g., Teaching Men of Color Series)</li> </ul>
V.D.1	<p>Staff Position(s) Needed</p> <p style="text-align: right;"><b>RESPONSE</b> ⇒</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy</p> <p>Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary.</p> <p>Growth.</p>
V.D.2	<p>Justification for Staff Position(s):</p> <p style="text-align: right;"><b>RESPONSE</b> ⇒</p>	<p>Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.</p> <p>The need for (1)-(5) below is in alignment with college level outreach efforts to local high schools.</p> <p>The department requests a paid student intern (ideally a World Languages student or WL Club member) to:</p> <ul style="list-style-type: none"> <li>1. design department-specific, promotional/outreach materials</li> <li>2. compile a mailing list of local high schools in geographical areas that serve target populations</li> <li>3. send printed materials to those high schools and establish phone contact with Spanish Dept heads and teachers in those schools, to ensure that the materials get distributed</li> <li>4. create a pool of volunteer, peer-contacts among De Anza Spanish students (or World Languages Club members) who may follow up with those high school students</li> <li>5. maintain and expand the department’s recently updated web page. to provide prospective and current students with frequent updates on scheduling changes in our course offerings, a more student-friendly site with pre-requisite clearance and placement exam protocols; publicity about upcoming courses with “S” designation</li> </ul>

		<p>and/or hybrid/fully online delivery; recruitment of student mentors; and information about cultural and outreach events on campus, plus future developments in the Spanish and the other World Languages Departments</p> <p>Another area where a paid student intern would be instrumental:</p> <p>Since the department is hoping to extend the placement exam protocol to include all incoming Spanish students, staff assistance is needed for signing in students and proctoring them while they take the department's online placement exam, whether it be at the LARTS ATC lab, the Open Media Lab, the Media Learning Center, or at the Placement Testing Lab (Office of Assessment).</p>
V.E.1	Equipment Requests <b>RESPONSE</b> ⇒ None	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested
V.E.2	Equipment Title, Description, and Quantity <b>RESPONSE</b> ⇒ N/A per V.E.1 above	<ul style="list-style-type: none"> <li>• Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc.</li> <li>• Did this request emanate from a SLOAC or PLOAC process?</li> <li>• Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .)</li> </ul>
V.E.3	Equipment Justification <b>RESPONSE</b> ⇒ N/A per V.E.1 above	<ul style="list-style-type: none"> <li>• Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need.</li> <li>• Who will use this equipment?</li> <li>• What would the impact be on the program with or without the equipment?</li> <li>• What is the life expectancy of the current equipment?</li> <li>• How does the request promote the college mission or strategic goals? Refer to <b>mission:</b> <a href="https://www.deanza.edu/about-us/mission-and-values.html">https://www.deanza.edu/about-us/mission-and-values.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</li> </ul>
V.F.1	Facility Request <b>RESPONSE</b> ⇒ None	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility.
V.F.2	Facility Justification <b>RESPONSE</b> ⇒ N/A per V.F.1 above	<ul style="list-style-type: none"> <li>• Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.</li> <li>• Who will use this facility?</li> <li>• What would the impact be on the program with or without the facility?</li> <li>• What is the life expectancy of the current facility?</li> <li>• How does the request promote the college mission or strategic goals?</li> </ul>
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?

		<b>RESPONSE</b> ⇒	Please see request for paid student intern in V.D. 1 above.
V.H.1	Other Needed Resources		List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.
		<b>RESPONSE</b> ⇒	Funds (\$300) to print and distribute materials such as banners, posters, postcards and flyers to promote the Spanish Department, both off & on campus and during outreach events. See V.D. 1 above.
V.H.2	Other Needed Resources Justification		Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.
		<b>RESPONSE</b> ⇒	The need for V.H.1 above is in alignment with college level marketing efforts..
V.J.	“B” Budget Augmentation		How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a> )  State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.
		<b>RESPONSE</b> ⇒	Please refer to the Dean’s Summary for the IIS Division.
V.K..1	Staff Development Needs		What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a> )
		<b>RESPONSE</b> ⇒ N/A	
V.K.2	Staff Development Needs Justification		Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need
		<b>RESPONSE</b> ⇒ N/A per V.K.1 above	
VI.	Closing the Loop		How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?”
		<b>RESPONSE</b> ⇒	Student enrollment & success statistics generated by the campus for Program Review.
	Submitted by:		APRU writer’s name, email address, phone ext. Carmen M. Lizardi-Folley, <a href="mailto:lizardifollecarmen@fhda.edu">lizardifollecarmen@fhda.edu</a> ; x8679 Kimberly Vinall, <a href="mailto:vinallkimberly@fhda.edu">vinallkimberly@fhda.edu</a> , x5448
	Last Updated: 3/28/19		Give date of latest update (Set next box to YES when done and ready for Dean review).